

DELTA KAPPA GAMMA BULLETIN  
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# BULLETIN

*Spring* 1954



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THE  
DELTA KAPPA GAMMA

Bulletin

SPRING • 1954

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# The Delta Kappa Gamma Bulletin

M. MARGARET STROH, *Editor*

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## About Our Contributors

"Musings on Delta Kappa Gamma" is penned by a distinguished Founder, Dr. Helen Koch, who is a member of Kappa Chapter, Chicago, Illinois. Dr. Koch was part of the original group which organized on May 11, 1929. Famed as an educator, Dr. Koch lends her prestige, her influence, and her constructive thinking to the Society which is proud to claim her as one of its Founders.

Edith Lawton, who is the current state president of the Connecticut organization and a member of Alpha Chapter, wrote the article on "Doing the Impossible." She is Director of Guidance at the Darien High School and is in demand for speeches before many lay groups.

Dr. Fern Schneider, long well known to many of our members, is a member of Delta Chapter of Maryland. She has had a distinguished career in the Montgomery County Schools in that state, and served the Society capably as Chairman of the Teacher Welfare and Morale Committee for two bienniums.

The Chairman of the National Scholarship Committee, Miss Lillian Schmidt, is the author of the article from her Committee. She belongs to the Zeta Chapter in Lincoln, Nebraska, and is active in many other professional organizations. She is at present Nebraska State Executive Secretary, and has given as well vigorous service to the duties of her Committee.

Mrs. Mae Huntington, who is responsible for the article about the magnificent art project in Springville, Utah, is a member of the Gamma Chapter of that state. For a number of years she has been Publicity Director and Secretary of the Springville High School Art Board. Many other magazines have featured the work in Springville. We think you will want to go to see this exhibit at the earliest possible moment after reading Mrs. Huntington's article.

As Assistant Superintendent of the Los Angeles Public Schools, Mrs. Grace M. Dreir is in a strategic position to appraise the possibilities for competent women in school administration. She has vitality, charm, and apparently unlimited energy. At the moment she is serving as President of the National Council of Administrative Women in Education.

Miss Elsie Lindgren comes from Kimberley, Idaho and is a member of the Gamma Chapter of the state. She is formerly a state president and currently is a member of the National Publications Committee. She was one of the fortunate recipients of a generous Ford Fellowship last year and, as you can see from the article, made the most of her exceptional opportunities.

Clevie H. Cullum is one of our retired members who gives valiant, thoughtful, and vigorous service to the needs of the Society. Formerly located in Florida, she served there as state president. Since retirement, she has been living in Nashville, Tennessee and is a member of Beta Chapter. Currently she is doing an excellent job as Chairman of the Committee on Teacher Welfare and Morale.

Those of our members who have been reading the intriguing articles penned by Caroline Trommer will welcome the delightful article penned for this issue by her sister, Jessica J. Trommer. Miss Trommer is a member of Pi Chapter in Jamaica Plain, Massachusetts. She teaches in Hyde Park High School, a suburb of Boston. All of you will agree that the contributions by the Trommer sisters have

given us interest in and stimulation to explore some of the delightful places which are a part of Boston's colorful history.

Helen Coover is currently State President of the Oklahoma organization and a member of the Beta Chapter in Tulsa.

Margaret Boyd needs no introduction to our members, because her contributions have appeared in these columns on several occasions. She is at present Co-Chairman of the Silver Anniversary Fund, and, along with Eula Le Carter, takes great pride in the progress of the project which jointly they are directing. You will wish to read about the present status of the Silver Anniversary Fund.

Eleanor Davis is a Journalism teacher in the York Community High School in Elmhurst, Illinois. She entered the contest by *The Chicago Tribune* on "What I Like About Teaching." She was a winner in the contest, and you will agree that she deserved to be. She is a member of the Alpha Delta Chapter in Illinois.

In Little Rock, Arkansas, Gladys Johnson of the Gamma Chapter serves her state presently as the Executive Secretary. Formerly state president, she did a splendid piece of work. At the moment she is Chairman of the Committee on World and Community Service.

To Grayce Long of the Epsilon Chapter in Hartford, Connecticut, we owe a great deal for inspiration and guidance in bringing more music into our chapter programs. Miss Long's bulletins have been helpful, frequent, and specific. She is at present Chairman of the National Music Committee.

# Musings

## ON DELTA KAPPA GAMMA

HELEN L. KOCH

AS THE Delta Kappa Gamma Society approaches its twenty-fifth year—one of those magical numbers around which we orient our thinking and plans—I find myself musing, trying to predict what lies ahead for her, wishing a bit, reviewing and assessing the pattern of her development. Biologist that I am, I think of her, besides maternally, as a sort of super-organism, subject to the same laws of growth and development that govern living things.

Let me remind you of some of the characteristics of development so that you may see the parallelism

between hers and that of at least some of the more complex living forms. Growth tends to be very rapid at first, then slows, levels off, and declines. Development tends to proceed from the relatively undifferentiated to the more structured and differentiated. Differentiation implies specialization in form, improvement in functions through division of labor. Development is never static—it involves constant change and disequilibrium, the operations controlled, however, by a system of checks and counter-checks that tend for a time to keep the organism in a course

that results not only in survival but progress through a pattern that distinguishes the species. The parts of the organism have different growth patterns and rates and develop sometimes considerable autonomy, but their very existence depends on the whole. Development, like all change, involves simultaneously a giving-up or loss, as well as a taking-on. What is usually lost by the organism in advancing—flexibility, ability to differentiate, direct interaction of parts—we tend to overlook as we glory in its new strength, the swell in the efficiency of various functions through differentiation, the greater complexity, the stockpile of memory traces that can be employed in new situations and lead to some degree of freedom from total control by the immediate.

But even these, let me warn, can be had in too great a degree. The organism's dilemma is like that of the sorcerer's apprentice. Too many habits may block change, specialization cannot be reversed and may slow or prevent good adjustment to new circumstances; too much size, as in the case of empires and mastodons, may make functioning clumsy and real communication between the parts poor. This is indeed a melancholy note—unavoidably so because development always has a melancholy aspect. The accretions of life ultimately always result in death. But Delta Kappa Gamma is twenty-five and we speak of death! She is just coming into her prime, having been through the period of

very rapid growth when most of her energies, like those of an infant, had to be devoted to increasing in size. She has acquired great complexity and differentiated many parts and functions—chapter, state, regional, and national organizations; interlocking and highly specialized committees; and many offices. She has by now had a rich experience and is being guided steadily more by work and service goals. She is so strong, beautiful, enthusiastic, and vibrant I would keep her long young. It is on this theme that I could dwell.

Delta Kappa Gamma's very size is one of her great hazards, and expansion into an international organization threatens more. The expansion, true, is entirely in keeping with her objectives, but I find myself ambivalent and somewhat alarmed at the change. Perhaps this for me is only one of the stresses of growth—I am not sure. However, there seems to be an optimal size for organizations of various types. I wonder whether, for the purposes Delta Kappa Gamma has, she may not be reaching this optimum. She is an *action* organization. One may well wonder what the final balance will be if she must expend a fabulous amount of her energy on merely the problem of communication which at best will remain none too good. Delta Kappa Gamma has been distinguished by being closely knit; it has sparked and channeled well the most basic drives of its members; communication between the units has been good. But al-

ready bulletins, handbooks, directories, directives, newsletters, printed reports, workshops, chapter visitors and letters have multiplied until we stagger under them. While Delta Kappa Gamma may well pride itself on these, they are in the main poor substitutes for direct communication where inner man speaks to inner man.

While taking no real stand on the issue of internationalization and the change to a looser organization this would involve since I am truly in a quandary, let me plead at least for continued serious attention to the problem of facilitating communication of the most direct type. At the chapter level the individual cell is best nourished, though much nutriment is carried to it there from remote parts. The deeper springs of action must be tapped by the chapter and lined into state and national activities. Chapter activities should be planned to facilitate acquainting members well with each other, to encourage, support, and applaud each individual. This may take time which one may well think should be devoted, shall I say, to more "serious" work; but it is time well spent.

As Delta Kappa Gamma grows, she, in addition to being faced with the problem of how to spark the basic drive of her members, has the further problem of keeping herself young by avoiding too much rigidity. Order and some rigidity of course she must have. She has struggled, and with good reason, to define clearly the functions of each

committee and its *modus operandi*, to instruct us in her forms and as to our responsibilities. She has laid out programs of work within which chapters are expected to function. Indeed program planning is necessary, but the program should be broad enough to satisfy the widest possible range of chapter needs. Local conditions will dictate unique concerns; young chapters will need to devote much time to growing, getting acquainted, discovering the nature of the system of which they are a part; members who carry a terrific load of civic responsibilities may need more to relax than to be stimulated and loaded with more. Wide variation and possibly even some degree of nonconformity are healthy. Our committees, at the same time they are instructed in ways of operating that have been found useful, should be charged to keep thinking about just what it is they really want to accomplish, charged to key their ears for the sounds of new needs, to look always for better methods, to preserve a creative set instead of merely following directions with meticulous care. Ours is the problem of steering between Scylla and Charybdis. Confusion overwhelms us without order and regulation, but order which makes functioning routine may discourage thinking and experimentation. Aging is seen most clearly in conservatism and in loss of flexibility.

Another cost of our size let me mention. In one breath I plead for preserving as much direct communication as possible between

members and parts; in the next, in that I plead for us to spare our officers, I am perverse enough to advocate the opposite. I have been distressed as I have realized what the health toll for those in high places in our Society has been. Our officers, with the exception of executive secretaries and treasurers, are volunteers who during their term of office carry what amounts to three full-time positions—most teachers routinely carry two! I wonder if at least our national president while she is in the executive's chair may not be on leave from her regular responsibilities with her salary paid by the Society. If this is impossible, then the president's responsibilities should be drastically reduced at least and along with other officers—the plight of the state presidents about equals that of the national—she must be protected by a concerted effort on our part to reduce our demands. Actually I think this unfortunate, but it is an exactment stemming from our size.

Since I believe, too, Delta Kappa Gamma needs more help in one of her most mature activities, her legislative program, than any committee chairman can afford to give, I am of the opinion she should have a full-time "legislative secretary"—preferably a person trained in law. Such an individual could work with national, state and chapter legislation committee chairmen, assist in keeping us abreast of pending legislation; collect and circulate relevant information on legislative issues; help us to learn

to assess bills intelligently, to write good bills, and to introduce them effectively; stimulate us to plan years ahead and carry through the broad educational campaign necessary to give a favored bill the support of citizen understanding which it needs; acquaint us with the trickeries in legislation and the devious ways of some of our legislators; make us realize fully that laws are for *all* the people and steer us away from partisan action. I believe it is unethical for us to take stands on bills which 99 per cent of our members have never read, much less considered from the point of view of their many ramifications. Too frequently in one evening we get all the information we shall ever have on twenty to thirty bills—bills of special interest, which are in the docket of a given legislature. This is cant. What our information boils down to is that somebody or some agency says a given bill is a desirable one. I would rather we would face our ignorance and not take a stand on any legislation that a fair proportion of us are not acquainted with directly. Rather than to support thirty bills we know only by biased hearsay, it would be better to understand one and work for it intelligently. In many of her legislative activities Delta Kappa Gamma has shown the naïveté and superficiality of youth. As her experience accumulates, however, I am expecting that among the crowning achievements of her prime will be real effectiveness in legislative action. Some reassessment of the dis-



tribution of the Society's funds may be in order, effectiveness in legislation if it is to be achieved, with a larger proportion of them earmarked for the task of improving the laws concerning schools, teachers, and child welfare in the United States.

Possibly from moneys that now channel into the Scholarship Fund might come some support for particular pieces of legislation. Now that we have created foundations for a number of scholarships—the count is mounting—I should like to see us do away with our rigid machinery for accumulating scholarships and establish instead a "service and welfare fund." We might choose to bring a foreign educator to this country for study, to send a member abroad for a piece of educational service or for study, but at no university or college. We might wish to support a pioneer experiment in education or pay the salary of a member

while she assists some needy community organize more effectively its educational program. We might even desire to equip the office of our "legislation secretary." A committee could decide for us, from among the projects submitted each year, those to which we would give support.

If we do continue the present procedure for accumulating scholarships, I hope we can at least liberalize the conditions of their award. But I still have a concern lest, as the years go by, the scholarships become so numerous they wag the organization—become those dangerous accretions I mentioned earlier. It would be sad if Delta Kappa Gamma could not marshal her resources to make them support well her most mature activities. I have the faith, however, she will be true to her age—broaden her goals and keep herself flexible. Here's to her future!



# DOING THE IMPOSSIBLE

EDITH LAWTON

**"B**UT you are doing the impossible!" said Dr. Johnson. We were at Union Seminary, last summer, where a group of public school leaders were gathered to discuss Christian Foundations in School Teaching. I had just described our Darien High School Interfaith Discussion Group.

Such an activity may be "impossible" in some communities. But, if that is so, it is not because of any lack of desire on the part of high school young people. Their eagerness for wider understandings in the realm of "faith" is boundless. Only adult timidity, intolerance, or indifference stands between these young people and this experience.

If I describe our climate of tolerance in Darien, perhaps that will indicate whether or not our setting is unique. In a suburban community of 13,000 we have five churches—one Roman Catholic and five Protestant—all well attended, and several overcrowded. Our schools have as superintendent a devout, active member of the Episcopal church, who said as a part of his greetings to the faculty two years ago:

I believe that the only trustworthy and durable weapon against Communism is a virile and articulate and dynamic devotion to freedom, individuality, and God. . . .

I ask you this year so to nurture our



pupils' understanding of moral and spiritual values that they shall learn to deplore evil, both as a world force and as a very present disintegration of human standards. Without a clear and specific moral code, without the foundations of learning that will equip pupils for moral judgments, academic learning becomes meaningless and purposeless. Knowledge of facts, without a foundation in spiritual faith, becomes an informed barbarism.

These thoughts are not intended to relate to specific religious denominational issues. The specifics of spiritual growth are the responsibility of the home and church. The schools must provide the sympathy, encouragement, and environment for the healthy growth of spiritual concepts without labels or biases.

These are not mere words. Principals make frequent friendly checks with faculty and encourage Bible reading or equivalent spiritual experience in opening exercises. In general this practice is common throughout the system, though no "rule" is in force.

Two years ago this spring, five earnest youngsters, then sophomores, visited our high school principal with the request that they be allowed to form an interfaith discussion group. They were all leaders in the school, not second-raters who needed to dig up a new form of group activity. The principal, in spite of a natural reluctance to venture into areas where religious bias might complicate matters, was delighted with their proposal and joined heartily in their search for a procedure which might guard against any of the possible difficulties. Since I am Director of Guidance, and have a bachelor's degree in religious education, they decided

that my sponsoring the project should promise some measure of safety in the adventure.

We began our meetings immediately. The group felt that they should have only about thirty members if they were to have really helpful discussions. For a year they operated with this number, working out their own procedures and topics for discussion. But this year they could not find it in their hearts to exclude the many who wanted to join. Now there are over eighty of them—the largest club in the school. When they invite other students to visit—as they did recently when a neighboring Quaker came to explain his particular persuasion—there are as many as a hundred.

Although the students belong to many other activities, Inter-faith comes first. Last fall we had several injuries on the football squad. On one occasion the coach wanted very much to have some of the boys help him in breaking in substitutes before a big game. Himself a sound Catholic, he has great respect for these boys' loyalty to the group. When he came to me he said, "Gee, Doc, if it were any other club, I'd just take the boys out and they'd come. But this thing is pretty important to them, and they won't miss a meeting unless I talk with you." Naturally, we all agreed that our religion wasn't worth much if it couldn't be transplanted into helpful action, and the boys went to extra practice, still regretful at missing a session.

What do they do at a meeting?

The development of their procedures and the widening of their understandings have been a joy to watch. At first they were so full of eager questions about each other's beliefs and practices, so much was new to them, that there just wasn't time or need to develop any plan of procedure. There were just rapid-fire questions and answers about things as simple as, "Just what do you do in your church, from the time you enter until the service is over?" Later they arranged to have different church groups take turns opening the sessions.

I still remember vividly the session at the beginning of Lent last year. Someone asked Dick, a Mormon and the leader of the group, "Whose turn is it?"

"The Catholics'. Mary is in charge."

Said Maggie, "We'll say the Our Father." So there in the classroom, without the least sense of strangeness, they all bowed their heads and said the Lord's Prayer. (It has become their regular practice to begin with some passage of scripture and the prayer.) Then Mary said she thought it would be appropriate to discuss the practices of the various churches in observance of Lent.

As they discussed fasting and the various types of special meetings they came in time to the Catholic mention of the Stations of the Cross and extra services for the saying of the rosary. Jim, one of our Congregationalists, came out with, "Gee, Tom, maybe I'm

dumb, but just what is a rosary anyway, and how do you use it?"

Tom, a former altar boy at St. John's, smiled his ingratiating smile, reached into his pocket, and replied, "Well, I just happen to have one with me." So he took out a little zipper case and produced a beautiful rosary which he proceeded to explain with appealing simplicity and complete naturalness. Then he passed it around for them to handle and examine.

That didn't quite do it. Jim still wanted to know, "Well, when do you say it?"

"Well," said Tom, "it takes about twenty-eight minutes, and I find one of the best times to say it is on the bus going to basketball games with the team. It's dark and quiet on the way there, and that makes a good time." His remarks and his attitude demonstrated that this saying of the rosary on the way to a game was a pure act of devotion and had nothing to do with any idea of praying that our team might win. Mind you, Tom is no pale sissy; he's one of the most real kids we have!

But the repetition of the "Hail Mary" so many times in succession was too much for Presbyterian Alice, more used to extemporaneous prayer. With a troubled expression in her eyes, she looked at Tom and asked, "But what about the place in the New Testament where it says 'use not vain repetition'?" She had looked up her reference in the Bible we have handy.

Tom took the Bible and read the passage again. Then he looked

at her without the least feeling of having been criticized or wishing to criticize her—it was just a matter of her not quite understanding—and he answered, "Of course! I could say Hail Marys from now until the day I die, and if every one wasn't an act of devotion, I'd be wasting my breath."

I am not at all sure that Alice quite understood what he meant, but she did know that this "act of devotion" had meaning for him. As for Tom, her questioning had only strengthened his conviction.

At the beginning of the current academic year we tried to divide our newly enlarged group into two sections, but that did not work so well. At our first formal meeting of the year the sophomores met at one end of the cafeteria and the juniors and seniors at the other, we having moved from a classroom to these larger quarters. A few senior leaders, including Tom, met with the sophomores to help out in case they got stuck. I circulated between the groups. As I was helping a little sophomore Jewish girl to clarify Orthodox, Conservative, and Reformed, Tom said to me, indicating the group at the other end of the cafeteria, "Gee, Doc, it sounds as if the Christian Scientists are going down for the third time.

I just heard Steve say, 'Not even with polio?'" Sure enough, Steve—a recent Catholic convert, and the son of a physician—was worriedly questioning Jane on the Christian Scientist's concept of evil and its relation to sin, punishment, and the after-life. Naturally their ideas

were worlds apart. I think we ended the day with a clearer notion of what the other fellow thought. And there seems always to be the miracle of a strengthening of the individual's conviction by its exposure to someone else's differing persuasion.

The remainder of our meetings have been as a single group, with no sense of unwieldiness in the large numbers. A recent meeting was given over to listening to a young sophomore explain why he was an atheist. As the group discussed plans to have Jack speak, Tom reminded them (in Jack's absence to help with football) that there should be no effort to convert Jack to any of their beliefs. However, they did feel that they might show him that they had something that he might find desirable. One session was not enough for all their questions; Jack is to be the leader for a second meeting. Both he and they feel that this is an opportunity. As they questioned him about his lack of belief, Al (a Catholic) said, "But where do you turn when the going gets too tough?" Bernice, from a Union church, wanted to know, "Do you believe in Love?" and, when Jack said he did, she couldn't see how he could then fail to believe in God. Jack is a regular member of the group listed as "Atheist."

The group has sponsored one school-wide activity, an assembly at which our local priest together with a rabbi and a Lutheran minister from a neighboring city explained to the entire school the

common heritage of the three major faiths. The displays which the girls worked out in our show-cases were lovely to look at and delightfully naïve in their intertwining of the rosary with some of the Jewish symbols. One of the most attractive and most conspicuous exhibits was grouped around a rather large motto-type sign reading "God is Love." I was almost embarrassed at the frank simplicity of it. Yet they had really pointed up the underlying theme of the three leaders who spoke in the assembly. The entire school was enthusiastically vocal in their favorable comments about the program. I was particularly thrilled to have

the Inter-faith Group receive the affectionate blessing and endorsement of each of the three clergymen.

Perhaps I have been able to convey something of the spirit of the group—something of the quality of their adventure into faith, which finds me so often at the end of one of their sessions with a smarting sensation at the corner of my eyes and the suggestion of a lump in my throat. They thank me repeatedly for my help in their discussions, but truly I could never repay them for the plus quality that they contribute unknowingly to the joys of my "work."



# NO LEVELS — NO LIMITS

FERN D. SCHNEIDER

## *High School Teaching*

**T**EACHING seemed so simple when fair scholarship, courses in methods, and passing teachers' examinations prepared one to teach. Secretly one may have been wishing for the glamour of a stage career or some other exciting adventure, but teaching offered security—a job and a salary. Little did one realize that all the techniques and skills of an actor on the stage

would be used with the first appearance before the audience of that first class. Subjects and method techniques known so thoroughly seemed so elusive. As if the curtain had been raised, the audience tense with anticipation, the actor-teacher knew the show must go on, lines must be said, the first word must win the audience, no script had been memorized for this

moment, so the teacher "ad libbed" into an endless chain of exciting performances.

For the record, this teacher is licensed to teach Latin and English in the secondary schools of her state. So it is stated on her certificate. Four hard years in college and a \$4,000 investment went into preparation for that certificate. This was all required to obtain a teaching assignment.

What was the first assignment? One class in first year bookkeeping, a senior class in accountancy, two American history classes, one of which must meet for a double period as a part of an experiment in guiding pupil study for the State Department of Education. (What of the Latin and English!) American history—well, there was some background in that and one could read. But bookkeeping—visions of that six-week course that took the work through a trial balance—"No, a teacher couldn't do that to children." Then, the superintendent commented, "Sometimes our best teaching goes on when the teacher is learning with the pupils." An ideal situation for teacher-learning! Out of that experience came the fuller meaning of taking boys and girls into one's confidence, having them set their own goals for learning, determining ways for reaching those goals, as well as checking their own growth. Somehow that wasn't in the methods courses except in words. What of the pupils? Twenty-five years later some of those students are bankers in their community. For many of

them helped start a school bank that year—floating stock, getting a charter, organizing stockholders, and all that goes with such a task. No, there are no limits for teacher-pupil learning in high school.

The next year? This Latin-English teacher taught music in the same school. How thankful for those hours of piano and pipe organ lessons as well as one course in public school music. The third year? Ah, at last some English—on condition. One class must be that of twenty-five slow learning boys; another must be girls' physical education, otherwise three English classes—two commercial and one college preparatory. It would seem that this teacher had arrived. Alas, teaching English wasn't all that had been envisioned. It was much more. There were those who read fairly well on the third grade level (what primary techniques could be used?); those who could read on a college graduate level, who wanted something from each division of the library on their reading list; those who "hated" poetry because of some unpleasant experience in it (how could they be helped to like it?); those who had never read a book; those with no books at home—those with over five thousand books; those interested in sports only; and those interested in creating and interpreting. On and on the list could go. No levels—no limits here. What an exciting, thrilling challenge and responsibility!

Surely such experiences as cited for this teacher can be repeated



with variations by high school teachers everywhere. But all teaching isn't in the classroom. What of other learning opportunities for working with these adolescent boys and girls? The Latin-English teacher found no levels or limits in these. There was the freshmen home room, the dramatic club—a school play, a senior play and sometimes a faculty play; the Latin club—the language teacher had a French club; the school paper published monthly; the school library; coaching the girls' basketball team, including refereeing all games; the advising of the senior class and commencement activities; the work of secretary for the P.T.A.—these were the regular organized activities.

What of the incidental activities? Oh, yes, there are more—the school parties; class trips; first aid to the injured; going home for the night now and then with some student; counseling with boys and girls about their romances, their pleasures, their tragedies; helping write a school song; training the cheer leaders; conferences with parents; giving and interpreting standardized tests; helping the new pupil to become adjusted; assisting with the school census, et al. The list may be multiplied many times in high schools everywhere. No levels—no limits on the possibilities or opportunities for helping students through such activities as these. But at the same time there are neither levels nor limits on the satisfactions that come to the high

school teacher who lives these experiences with boys and girls.

Knowing high school students as people—people who are going through the development of adult ways of living, ambivalent in their behavior, choosing their vocations, establishing values to live by, learning to accept their own sex roles in society, choosing of mates by some, testing and experimenting with adult ways of doing things, seeking independence, needing guidance and affection and sometimes fighting them, yes, people who are at many levels of physical, social, emotional, and intellectual development—this knowing of people is far more stimulating and satisfying than the teaching of mere Latin and English. For the teacher, who works with the adolescent youth as people, must live fully, richly, and deeply in order to enter into the youthful experiences with an empathy that shares, guides, and counsels but does not dictate. With no two students alike, there can be no levels or limits in the scope of opportunities in human relationships.

A teacher can never know which experience she has had that may become a valuable resource when sharing student experiences. It becomes necessary for a teacher to plan new and different experiences that she may be more and more able to enter into and interpret the problems of youth. Travel becomes important not merely to go places but to see things, experience what other people do, and inter-

pret these in the light of present living. Work, other than teaching, offers rich resources. Further professional training in summer school courses, extension work, workshops, and reading becomes mandatory. Creative and expressive experiences in the arts are necessary for relaxation. Play with fun in it is a "must" for balance in living. Doing things with the family is a good stabilizer.

How can one person do all the teaching, all of the co-curricular activities, all the additional training, all of the play, community, and family living expected of a good high school teacher? That is in the zest for the work to be done, in the challenge of the varying levels and limitless horizons offered in high school teaching. Living fully each day with boys and girls helps one to see and value the satisfactions in unfinished things. For one can never say that the product of a high school is a finished product—rather that each product is unique and ready for next steps in developing himself. Education would have it no other way. Therein educational products are different from industrial products where pride and satisfaction seem to come from great numbers of common

products turned out in a given time.

Much is said of scope and sequence of what is to be taught in our schools. Might the time be ready for thinking more of the scope and (con)-sequence of our teaching? It would seem to the writer that the scope might well be determined by studying what students are ready to learn, beginning with them at that level whatever it may be, sharing and planning experiences with them to discover next steps and new learnings to the limits of the abilities of each of them. Con-sequences then for both pupils and teachers could be noted in the awareness of the new learnings taking place and the differences they make to each individual. No levels and no limits may be found in scope or consequences.

Teaching in high school is hard work, but how could one ever say it is dull? There can be no monotony in it, for there is no repetition. Every situation offers a new thrill of living and learning. No teacher has all the qualities needed for all the opportunities offered in high school teaching, but each has some and that is the place to start, for learning with students has no level—no limits.



# THE SCHOLARSHIP COMMITTEE SPEAKS



LILLIAN SCHMIDT

**T**O ENDOW scholarships to aid outstanding women students in pursuing graduate study." So reads the fifth purpose of Delta Kappa Gamma. Granting of scholarships to members of the Society also is related closely to the third purpose; namely, to protect the professional interests of women in education and eliminate unjust discrimination. Providing scholarships encourages further study, which in turn enables more women to qualify for better positions in the educational field. Discrimination is less likely when one is highly qualified for the position.

The Society's constitution provides for a Committee on Scholarships to deal with the many problems involved in carrying out the two purposes listed above. The committee is appointed by the national president and serves during her term of office. Some of the problems will be discussed in this article so that the whole membership of the Society may have a greater part in helping the Scholarship Committee to function effectively.

The National Scholarship Committee is charged with the "responsibility of promoting interest in

the raising of funds for scholarships." Let us consider this problem briefly. At the present time the national organization grants three scholarships of \$1,250 each. We are justly proud of this attainment, but should we not do better? Should not the stipend of each scholarship be increased? Each member of Delta Kappa Gamma is fully aware of the increased cost of everything, including education. While \$1,250 is a sizable sum, it will not go far toward the expenses which pile up during a year of graduate study. Young women are not applying for our scholarships. For that matter fewer persons of any age applied for the three national scholarships this year than last. What could be the reason for this decline? Could it be that our members cannot afford graduate study even if granted one of the Delta Kappa Gamma Scholarships? Few of our younger members have attained positions which grant sabbatical leave with even part salary. The great majority of the applicants for our scholarships this year will have no income during the year required for study. On present salaries and with the high cost of living it takes many years to save enough money to see one through a year of study with no salary coming in. Thus the young woman grows older, and too many times never attains the further training which would have prepared her for a position of responsibility. Colleges throughout the country are finding it impossible to fill many positions now held by

women, when these women retire. Thus men are filling positions normally held by women such as deans of Schools of Home Economics and presidents of women's colleges.

It seems to me that Delta Kappa Gamma should increase the stipend for each of its national scholarships to more nearly cover the costs of a year of graduate study. Several possibilities for enlarging the stipends present themselves. The scholarship fund could be increased by increasing the scholarship fee, or the number of scholarships given each year might be reduced. We might alternate them, say two one year and only one the next, thus allowing the fund to increase. In either event we should then have a scholarship that would really encourage and help a worthy candidate. Which should it be? Let us hear your reactions.

Some ways also need to be developed to encourage local chapters in raising scholarship funds. It is impossible for the national committee to contact each local chapter. This year an attempt was made to give some help by compiling suggestions from reports of State Scholarship Committees and sending the summary to state chairmen who were asked in turn to share the ideas with their local chairmen. From the responses received, it would seem that this activity might well be continued next year. State chairmen could expedite this work by sending their state reports to the National Chairman by May 15 as indicated on the official report blanks. State presi-

dents receive the forms from National Headquarters in ample time to distribute them to chairmen of all state committees early in the spring. Why delay sending them to the national chairman until August or October?

While on the subject of chapter scholarships, some attention should be given to the confusion in the use of terms. Many chapters give funds to worthy undergraduate students, which is a fine thing. Some chapters call such grants "Scholarships," others "Grants-in-aid," and still others "Recruitment Awards." To distinguish between the awards made to undergraduate students and to those working for higher degrees, the term "grants-in-aid" appears to be more acceptable for the undergraduate award and "scholarship" for the graduate award. It would surely lead to less misunderstanding if all chapters accepted and used this interpretation. Will you at least try it and let us know your results?

Another responsibility of the Scholarship Committee is "to award the national scholarships to members whom the committee selects by preferential ballot from among the applicants." It is no small task to select a recipient for a scholarship with only a photo and a written application as guides. Having served on the 1950-52 and 1952-54 Scholarship Committees, I can speak from experience. Many times I have said to myself, "Oh, if only I could discuss this with another member of the committee." However, that was

impossible, since the committee does not meet. All of its work is done by correspondence; the box of applications and credentials is sent from one member of the committee to another for examination, study, evaluation, and rating. That means traveling much of the United States. And the work must be done in a very limited time. All ratings are sent to the chairman, who tabulates them, then refers the results to all committee members again for confirmation before notifying the "top ranking" applications of their success. All of this delays the date of this notification of recipients into late spring or early summer, which presents additional problems. It is unfair to applicants. Many times an applicant, despairing of receiving one of the scholarships, obligates herself to a position for the ensuing year. Later she is notified that she has won one of the scholarships. It may be possible to have the obligation rescinded, but that takes more time and inconveniences other people. It would surely be advisable to advance the date for filing applications if possible so that selections could be made and winning applicants notified early in January. Such a plan would be more fair to the school, the teacher, and the committee.

In my estimation the Scholarship Committee should be a continuing committee. Just about the time one has learned how to do the work efficiently and quickly, the term is up. When our present national president came into office, she re-

appointed two members of the previous committee, but there were five new members. The best interests of the Society and the scholarship program could better be served in my opinion by changing that proportion to two new members each biennium and five hold-overs. If this were true, the chairman should be one of the "hold overs" so that she could take the steps necessary to make it possible to accept applications early in September rather than the present December 15 deadline. (The deadline for filing applications was advanced this year from January 15 to December 15.) Application blanks, evaluation devices, and other forms need to be revised from time to time. An entirely new committee hesitates to make changes early in its term because of unfamiliarity with the existing items, and also because time between appointment to the committee and that for filing applications does not permit revision of the old form and printing of the new ones. At least some plan should be developed to make it possible for the National Scholarship Committee to begin to function earlier in the

new biennium so that recipients can be selected and notified early in January.

The present Scholarship Committee has members from each of the four regions. All levels of the teaching field and many areas of work are represented—elementary, secondary, junior college, college, university and administration, the liberal arts field, the practical field, guidance, and teacher education. One could not ask for a group with broader understanding of educational needs in our country. The members have been most cooperative and efficient in every way. Often their scholarship committee work had to be done at the end of a long, hard school day or on an already full Saturday, or even on a short holiday when others took trips. The railway express man seems very prone to bring "the scholarship package" at the most inopportune time. To meet the "five-day limit" is no small feat, yet these devoted women did it. They deserve the sincere thanks of every Delta Kappa Gamma member. The chairman is truly grateful.



## AN INVESTMENT IN CULTURE



MAE HUNTINGTON

**A** HEALTHFUL hunger for a great idea is the beauty and the blessedness of life" might well be the slogan that has guided the Springville High School to a unique accomplishment among high schools in America. This is the accumulation of a collection of paintings, acquired, a few each year, over a period of a quarter of a century—a collection which now numbers nearly 400 paintings and 20 pieces of sculpture, and has an assessed valuation of \$350,000. Critics characterize it as "one of the largest and in quality one of the best collections of art in a high school in the United States."

In addition, an exhibition of con-

temporary American art is held each year during the month of April which attracts thousands of visitors to the unpretentious little town which otherwise would be simply a dot on the map, located fifty miles south of Salt Lake City.

That the Springville Art Gallery is one of the most popular visiting places not only in Utah, but in the entire mountain West, may be seen by a glance at the register for last year. Seventy-five thousand people—students, artists, art critics, laymen, and tourists—visited the gallery; sixty thousand visited during the April exhibition.

The "healthful hunger," which has spurred this project to its pres-

ent proportions, was born many years ago when two Springville artists, John Hafen and Cyrus E. Dallin, each gave a work of art to the high school. John Hafen's gift was an oil painting, "The Mountain Stream"; Cyrus E. Dallin presented a replica of the famous Paul Revere statue which stands on Boston Common.

These gifts stirred the enthusiasm of students and townspeople to such an extent that the school board pledged itself to match any amount the students might raise for the purchase of additional works of art. These combined contributions comprised a fund known as the Springville High School Purchase Prize, which was offered each year for the best painting by a Utah artist. Many fine paintings were obtained through this purchase prize.

**THIS** project grew slowly and steadily until in 1921 it was suggested that a national exhibition be held. Accordingly invitations were sent to leading artists all over the United States to enter their paintings in the Springville High School Exhibit. Each April since then a spring salon, displaying the works of contemporary American artists, has been held. An average of two hundred fifty paintings by foremost artists from every state in the Union are on display during this exhibition.

From these annual exhibits two or more paintings or pieces of sculpture are purchased each year,

the number depending upon the amount of funds available.

The raising of these funds is a major responsibility, assumed for many years by the students themselves, but of recent years shared by the townspeople. Last year the cost of the exhibition was slightly under two thousand five hundred dollars.

But when high school boys and girls become aroused to action on a subject there is no limit to their ingenuity, and all sorts of ways and means are devised for the raising of the necessary funds. They make and sell candy, cake, and pop-corn balls; they prepare and serve lunches; they sell picture-show tickets on commission. One class staged a circus. The Senior Strut, the Junior Prom, the Sophomore Swing are all given to raise funds.

They have, too, an ingenious project which does much to make each class feel its responsibility: one girl from the school, designated as Art Queen, is accorded the honor of unveiling the pictures purchased at the close of the exhibit, and this girl is chosen by vote from the class that has contributed most to the art fund during the campaign. This produces healthy competition between classes and keeps interest at a high pitch, for there is no honor given a student in the school that is more desired.

The undertaking has long since outgrown the school and is now a community as well as a school project. The civic, social, and service clubs each year budget funds for



the Art Project. The City Council, composed of farmers, laborers, contractors, and builders, realizing what this project is doing to advertise the town and its resources, allots a liberal amount for the art fund in its annual budget.

For many years the paintings, acquired for the permanent collection, were hung on the walls of the auditorium and hallways in the high school building. Within the last few years, however, a fine art gallery has been built to house the collection. Though Springville is included in the consolidated Nebo District, the people of Springville, feeling the need of an art gallery, assumed the responsibility of building their own without aid of district funds. The building was constructed on school property, and an agreement was reached between Nebo School Board and the city of Springville, under the terms of which the school board would maintain and care for the gallery as part of the school plant, provided it be used for school purposes. Consequently, in addition to its spacious display galleries, the building contains a little theater where speech classes are held, a band room, rooms for the art classes, an office, and a kitchenette.

In the period since the completion of the Art Gallery, the April exhibit has brought to the town nearly 5,000 paintings representing the country's most noted artists from nearly every state in the Union. These exhibits represent the best in American art.

Henry F. Bailey, well-known art critic and former director of the Cleveland School of Art, said, after visiting the Gallery: "I consider the art activities of Springville among the most important accomplishments in the American field of art."

The late J. W. Young, owner and curator of "Chicago's Oldest Art Gallery," after one of his many visits, wrote in one of his catalogues: "I had a great revelation come to me one Sunday morning last summer. A friend of mine drove me from Salt Lake City to visit the art museum at Springville. I was entirely unprepared to see the wonderful development of a young art museum of the importance of the one at Springville."

"When a small town of 5,000 people can assume leadership in art matters so that they are able to build an art gallery at an expense of \$100,000, and have it well filled with creditable works of art, it speaks well for the fine idealism of Springville and the practical manner in which they set out to accomplish what they wish to do."

**I**N 1948, Mr. and Mrs. A. Merlin Steed, art enthusiasts and collectors of Glendale, California, gave to the Springville Gallery their collection of 150 paintings, valued at \$150,000. This collection comprises the works of such artists as Sir John Lavery of the British Royal Academy, Robert C. Minor, William Ritschel, Nicolai Fechin, Millard Sheets, Gainsborough, Winslow Homer, Gutzon Borglum, Seymour Thomas, and

scores of others. Thus have been added to the collection, which formerly was contemporary American, some of the foremost artists of all time and of all nationalities. One gallery has been set aside for this collection, which is known as the A. Merlin and Alice W. Steed Memorial Collection.

Each year has seen the art activities become more closely correlated with other school subjects. The commercial department handles much of the correspondence; the art students help with the packing, unpacking, and hanging of the paintings; the athletic, music and speech departments sponsor entertainment to help finance the project.

Occasionally someone comes along who wonders if the people of this town are not becoming over-enthusiastic about art and, perhaps, neglecting other interests that should occupy the minds of boys and girls and townspeople. To these, the boys and girls of the Springville High School answer that they believe the enthusiasm and pride aroused through the art project carries over into other fields of activity. In the past twenty years, they point out, their basketball team has gone to

the state tournaments seventeen times; three times it has won the state championship. Moreover, the music department of the school prides itself on a band, orchestra, and choruses second to none in a high school of its size.

Does such an investment pay? The art committee, faculty, and citizens of Springville, as well as the students themselves, maintain

that this enterprise, to which they devote so much in labor, time and money, carries over into the life of the community. They point with pride to its beautiful, well-kept homes, to its wide, quiet, tree-bordered streets, paved walks, and hard-surfaced, dustless roads. The churches are beautiful edifices built according to an architectural style in keeping with

the well-planned city streets and modern homes. Appropriate landscaping adds to their attractiveness and marks them as picturesque features of the town. A city park, well cared for, landscaped and adorned by several of Dallin's sculptures, impresses one with its calm and quiet beauty.

These are physical and the tangible effects of the art project. But these people believe that there are





more far-reaching effects in the lives of their boys and girls, for which there is no measuring stick. They maintain that through constant association with "great minds in their sublimest moments" these boys and girls are cultivating finer qualities, developing higher sentiments, purer tastes, more delicate feelings; that they are ennobling, refining, and elevating their characters. This appreciation of the beautiful will go with them into their lives, for "art, if we accept it, will be with us wherever we go." They believe

that they are verifying the words of Otto H. Kohn, that:

"Art is robust, red-blooded, deep-rooted and universal. It is true equality of opportunity. In a world too much given to accentuate the things that divide us, it is one of those fundamental elements which unite us and make us kin in common reactions. It is true democracy, knowing nothing of caste, class, or rank. Art is the truest League of Nations, speaking a language and preaching a message understood by all peoples."

## *Across The Editor's Desk*



**I**N THE last number of the *Bulletin* we tried to focus attention of our readers upon the widely diversified interests of our members. They do so many things in so many different places and under such varied conditions that it is a source of constant amazement to us that we do not emphasize our versatility more than we do.

In this number we continue the development of the theme of the last *Bulletin* by featuring another galaxy of educational thinkers. You will be intrigued as you read this number, as was the editor, by the character of the pioneer thinking that our members are doing. You will find inevitably in these pages a variety of opinions. You will discover that not all of these opinions

can be harmonized. It is one of the beauties of Delta Kappa Gamma fellowship that it develops a mutual respect for other points of view, and that even though we may differ widely in our interpretations of the meaning of some of the activities in which we engage, nevertheless, we see eye to eye, most of us, on the outcomes that are desirable for our great organization.

In the brilliant analysis by Dr. Helen Koch, one of our Founders, you will find some suggestions that are perhaps not according to your way of thinking. You will not wish to discard Dr. Koch's thinking as inconsequential, however, because she speaks not only as a Founder, but as a distinguished educator.

You will be touched by the

simply told experience of Edith Lawton, who is trying to do what many people feel is an impossible thing in acquainting high school students with the tenets of religious faiths other than their own.

You will be challenged, we know, especially if you are a secondary teacher, by the splendid and sympathetic interpretation of the secondary teacher's job as Dr. Fern Schneider sees it.

In Lillian Schmidt's explanation of the job of the Scholarship Committee and what the members of the Committee think is advisable for our next steps, you will find many challenges to your traditional way of looking at our scholarship program. Apparently Miss Schmidt and her Committee have not thought of the possibilities which Dr. Koch raises. They would be the first, however, to say that all possibilities along this line should be explored and evaluated when we begin the great adventure of the next twenty-five years.

We were fortunate in securing from Mrs. Grace M. Dreier, the current President of the National Association of Administrative Women in Education, the vigorous article about the possibilities for women in educational administration and the challenges that they must meet if they are to measure up to the needs of the times.

Who would think of journeying to a little town in Utah for a great experience in art? Yet all of our readers will agree that "An Investment in Culture" by Mrs. Mae

Huntington is a story that will intrigue us all.

Miss Elsie Lindgren was one of those fortunate recipients of a Ford Foundation fellowship last year, and as you can see she made the most of that precious experience. Miss Lindgren is a better teacher because of the things she enjoyed last year, and you will agree that she chose wisely and well in selecting the things that would mean most to her in the way of rich living.

We are reminded by the Chairman of the National Committee on Teacher Welfare and Morale, Miss Cleve Cullum of some of the things which we are bound to encounter in any careful scrutiny of this problem and particularly of how dependent the growth of morale is upon the provisions for teacher welfare. There is plenty of opportunity for thought in this article and many questions which our chapters might raise among themselves concerning their ability to assist in solving these problems.

We hope you have been reading the series of delightful articles written by the Trommer sisters of Boston. They have done their best to make you see Boston as a scene of great historic events, a scene where the environment shouts aloud memories of literature, a place of quaint highways, byways, and outlying villages. If you go to Boston this summer, you will want to take some of the trips which Jessica Trommer recommends in this charming article.

You will agree that Helen Coover, the present state president of Oklahoma, is the kind of person who exemplifies what we mean by the mature human being; the person who has a wide range of interests and developed abilities, the person who gives gladly and joyously.

We were fortunate in discovering that one of the prize winning essays in the contest sponsored by the *Chicago Tribune* was written by one of our members. You will enjoy the zest and the keen happiness with which Eleanor Davis tackles her daily problems.

In the concluding article about

the fortunes of the Silver Anniversary Fund, Margaret Boyd reminds us eloquently of the basic reasons why we undertook this project and of the overwhelming success that has met our efforts.

Gladys Johnson is the capable Chairman of the Committee on World and Community Service. She has done a remarkable job in focusing our attention on a few vital projects to which our members may contribute for some time to come.

These are only a few of the great women who comprise our membership. We are proud of them. We know you are, too. M. M. S.

# That's the World Today . . .

## a Woman's Way

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GRACE M. DREIER

**A** POPULAR radio-cast originating from the west coast closes each day's program with the expression, "That's the World Today, a Woman's Way!"

Occasionally, as I drive from one school assignment to another, it is my privilege to hear it. At each hearing I thrill anew, for there is always implication of the creativity, genius, resourcefulness, and ability of women. The radiocaster is a woman with the rare insight and ability to cull from the mass of daily world happenings those items which are most typical of and pertinent to women. Hence her closing statement, "That's the World Today, a Woman's Way," is both significant and dramatic.

Having been reared in a family which represented a balanced number of men and women—four boys

and four girls—I could not be counted among those who, with clear conscience, would pit one sex against another. Nor could I feel that there were too many roles in daily living which were uniquely those of one sex or the other.

Women have made great progress toward job equality in many fields—business, political, professional, and others, but there still remains a long road ahead for complete equality of opportunity.

Inherent in all progress are periodic intervals of retrogression. These we must assume as temporary and rise from each set-back with greater determination to preserve the positive gains and to minimize the losses. We must move forward with confidence, competence, and courage!

As a woman, I feel there are

some roles in which we, as women, could improve our skills. In this article I should like to discuss one role; namely, the role of women in school administration.

Thoughtful members of Delta Kappa Gamma, key women in education, are ever alert to the processes of job evaluation and the development of greater competence. In doing both, we need to take a new look at ourselves, to evaluate progress regularly, to analyze possible weaknesses, to re-enforce strengths, to renew faith in ourselves and others, and to act decisively in achieving for this and for on-coming generations the status which women merit. Let us ask ourselves if we are always thus alert.

#### **Understanding Social Trends as They Affect School Administration**

Do we as women view, read, and discuss sufficiently, social trends as they affect school administration? Can we interpret an economy doing an "about-face" from the purely agricultural to the industrial and analyze what it implies for school administration? Can we see the ravaging effects of three world wars (two declared and one undeclared) in one generation and know the role which must be played by the school administrator in matters of curriculum, personnel, auxiliary services, building, finance, and others? Can we note the inventions of telephone, radio, television, automobile, airplane, jet-propulsion in transportation and communication,

and other phenomena developed in one single generation, and interpret their effect upon school administration?

Dare we leave this challenge alone to our brothers and, as women, play secondary roles in administration, management, and leadership? Or shall we as women face up to it, know and understand social trends and recognize their effect upon school administration?

#### **Enlarging Our Vision and Thinking Expansively**

Can we as women expand our vision and learn to think more expansively, or will we accept as our destiny "the viewers and doers of details"? Must we assume that our brothers have caught the vision only to pass it on for our detailed analysis, recommendation, and execution?

In 1954 this nation reflects great growth and development. Population in many areas has doubled each decade. Every facet of community, state, and national life has been affected by it. Budgets for public services, including schools, have doubled and trebled. In the face of this great growth and development dare we as women school administrators delimit our vision and think less expansively?

No, we must enlarge our vision and develop the skill to think and plan more expansively. Women administrators must be able to see "details" as means to an end—not as an "end" in themselves.

### **Understanding Economics and Finance**

Do we understand principles of economics and finance? Too many people for too long a time have felt that such problems, together with their solutions, were the exclusive domain of a man's world, but evidence points irrefutably to the fallacy of this concept. Women own 70 percent of the nation's wealth, 65 percent of savings accounts, 50 percent of industrial stocks, 44 percent of public utilities stock, 40 percent of all real estate, spend 85 percent of family incomes, buy 80 percent of all consumer goods, and pay 80 percent of all inheritance taxes.

Women have achieved top administrative, executive, or ownership positions in practically all areas of community services—industrial, financial, commercial, professional, and others.

School administration is seriously involved in matters of local and national economics and finance. It is obvious that women administrators must be well informed and administratively competent in both areas if they are to assume responsible leadership for the school districts' soundness and solvency in meeting problems which involve economics and finance.

### **Willingness to Assume Responsibility**

Are we willing to assume responsibility? Too often women who play secondary roles in administration, management, or other execu-

tive positions are heard to remark, "I do not want to assume the full responsibility of the chief administrator or executive; I am satisfied to remain in the subordinate position." Now whether such remarks are made in a spirit of alibi or a real unwillingness to "pay the price for top management" may not be the real issue. The fact remains that there seems to be an unwillingness on the part of some women to assume the full responsibility of such positions.

Management, executive, and administrative positions do involve real sacrifice in personal living. Unless one is willing to submerge many personal desires to them, it is questionable if one should travel the route of such a career. Women school administrators must be adept in planning personal lives so that complete attention is given to the role of school administrator during the full period of service. How to parallel the role of home-maker, parenthood, and other facets of personal living with the arduous responsibilities of a career is a profound challenge to women. Again, unless one is willing to meet this challenge adequately, it is questionable whether one should assume the responsibility of school administration.

### **Being Prepared for Promotional Opportunities**

Do we make adequate preparation for promotional opportunities? It must be assumed that women who express a willingness to meet such responsibility will



make adequate preparation for the role which they desire or assume. Not alone will they be concerned with the legal certification for the job, but will be concerned, equally, with those other qualifications which make for successful school administration.

Such preparation will include the development of personal characteristics—habits, attitudes, and appreciations—which are necessary to one's success. It will include the development and maintenance of dynamic physical and mental health. It will include the determined development of many skills—being objective and less personal in problems of management, skills of human relations, ability to reconcile differences, subjugating self to service for others, ability to put matters of first importance first, skill of working in an orderly and systematic manner, and many other less tangible skills. The possession of these and other qualifications often marks the difference between success and lack of it.

#### Confidence in and Support of Fellow-Women

Do we have confidence in and support fellow-women? The world

is prone to take us at face value, or rather that value which we place upon ourselves. Too often, teachers are heard to express their preference for a male administrator. Biologically, their reasoning may, perhaps, be supported, but professionally it bears further research!

School administration has place for both men and women of ability and capacity. Promotional opportunities to fields of wider service should be based upon competence for the job. But so long as women deprecate the ability of women for positions of school administration or other fields of management, a lack of confidence in and support of women is shown which reflects, adversely, against all women.

There are innumerable other ways in which we, as women, can improve our skills in school administration. Time has permitted opportunity to discuss but a few.

Key women teachers of Delta Kappa Gamma will continue to walk side by side, evaluating, analyzing, and improving skills in whatever field they serve, for "That's the World Today, a Woman's Way"!





ELsie M. Lindgren



# IT HAPPENED TO ME

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I PRESUME every school teacher, whether she be teaching in a one room rural school or whether she be on the faculty of a great university, has dreamed that some time in her life the moment would come when she might close her classroom door behind her, leave her key with her administrator, and with a year's salary in her purse (more money than she has ever before in her life seen at one time), take off for one glorious year, to satisfy all the pent-up yearnings of past years. What teacher has not longed for the marble halls of some far-away university, the vaulted ceilings of great libraries, the alluring vastnesses of

renowned cathedrals and great museums? Who has not experienced the gnawing hunger for good music and art, for the theater and operas and symphonies, for weekends on the seashore or at the mountain top, and then for the glorious thrill of travel across this great land to visit its great historical and literary shrines? Who of us has not yearned to cross the ocean to the Old World, to April in Paris, to the sunshine of the Mediterranean and the "glory that was Rome," to the dreamy romance of Venice, through the breath-taking grandeur of Switzerland, and thence to what Shakespeare called:

"This royal throne of kings, this scepter'd  
isle, . . .

This precious stone set in the silver sea,  
Which serves it in the office of a wall  
Or as a moat defensive to a house  
Against the envy of less happier lands,  
This blessed plot, this earth, this realm,  
this England."

Was there ever a teacher who did not hug to her heart the desire to break the bonds that held her to the four walls and the rows of desks and the blackboards and chalk and bulletin boards and report cards and examinations, and the host of ties that bind one to a classroom? Was there ever a teacher who did not want to fly from these things into a world of poetry that did not have to be analyzed, to abandon oneself to song whose bursting strains and melodies represent the world out there—always so far beyond her reach?

What teacher does not know that, after such wild longings to break down the barriers and flap her wings and take off into the unknown, she generally comes to her senses with a jolt and realizes that she is still in the classroom? There on the desk are the plans to be made for tomorrow's lessons, and here are those papers to be read and graded so they may be returned to her students.

To keep on teaching successfully, the modern teacher must keep on learning, experiencing, traveling, making new acquaintances, exploring new fields, and widening all horizons. It is not enough that she teach her pupils to read, to write, to speak, and to listen. She must

know about the world. She must talk as glibly about books and paintings and music and movies and politics and science and life and death and TV and jet planes and atom bombs as she does about nouns and verbs and George Washington and two times five.

**YOUTH** of today challenge us teachers as we have never been challenged before. They are not satisfied with what lies within the covers of books alone; they yearn to know about life and the complex world about them.

The modern teacher must compete with the radio, TV, movie stars, and all the glamour folk of the entertainment world, in order to hold the interest and enthusiasm of her young students. She must come out of any narrow cell into which circumstances sometimes confine her and have first-hand experience with the world about her.

In addition to that, a teacher must have the ability to weigh all things, to judge clearly that which has value and that which has none so that she may be the guiding and directing spirit in building the characters and personalities of those who, tomorrow, must grapple with these selfsame problems, plus a host of others that changing time thrusts upon them. Every worthy and sincere teacher wants to see American youth guided and directed and not destroyed by the very multiplicity of their own interests and potentialities.

This is a terrific responsibility,

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you say! Indeed it is! It is a task for which we need all the training and experience and background and enthusiasm that can be given to us. Most of us feel that the college training we receive is not enough. We need travel and other broadening experiences. How shall we get them? It is hard to save money on modest salaries.

Many outstanding organizations have set up scholarship and fellowship programs for just such a purpose. There should be many more of them, giving teachers opportunities for study, for research, for acquiring first-hand knowledge through travel in our own country and in lands abroad, for the exploration of new fields, for opportunities to make comparisons and evaluations of both the old and the new.

For me the dream came true—a year of study and travel, a year in which to build up the reserves of enthusiasm and initiative that were becoming increasingly difficult to keep supplied; a year enriched by new acquaintances, new scenes, strange and unusual experiences, new points of view; a year that saw old convictions justified and new values confirmed. It was all a thrilling experience which I wish sincerely that I might have shared with all teachers.

And now I am back in my classroom. The papers are still on my desk, tomorrow's lesson plans must still be prepared, but the task somehow is so much easier and the outlook so much brighter. Even yet it is sometimes hard for me to believe that I have not been dreaming, that it really happened to me.



# Highways and Byways in Teacher Morale

CLEVIE H. CULLUM

**“WHERE** there is no vision, the people perish.”

In our imaginations we can discern the perfect teaching situation that would solve all the problems concerning the welfare of the teacher. This would cause the morale to reach its zenith.

A long highway in which we find many obstacles and detours must be traveled. To succeed requires a belief in the ultimate goal, con-

fidence in ourselves, cooperation, alertness, and the earnest effort of every member. Each member should keep her mind's eye on the true aim and realize her responsibility, for it is the individual that counts.

Desperately needed in every walk of life is the person who can and does meet a crisis. In the home, in the schoolroom, in the church, in the shop, in the factory, in the local

and national government there must be the trustworthy and the unselfish.

Women who possess sound judgment, mental stability, moral courage, spiritual force, and endurance are called upon to be our leaders. However, all cannot be leaders, but it is just as important to know the sterling qualities of the followers. Followership is just as important as leadership. A sense of oneness comes when we stand together and work together for the high ideals and the lofty purposes to promote our professional progress.

Preparation for the task ahead is necessary. Therefore let us lay aside every weight such as bickerings, petty jealousies, negative thinking, and others that hinder the advancement.

AT the beginning of our course we come across the obstacles to good working conditions. Among these are the teacher load, character of assignments and tasks, lack of sufficient teaching material, overcrowded classrooms, and outmoded school buildings. There are others in different localities. The welfare problems are mainly local. Are these problems due to the teacher shortage and the lack of finances?

Let us pause here to examine ourselves and ponder if in any way we are partly responsible for the teacher shortage because of our attitudes toward our fellow teachers, our administrators, and our work with the children and the community. In groups in and out of

school, does the conversation take the negative and complaining tone in place of the positive nature and recounting the good things in teaching? If the joys of teaching were stressed more often, would the attitude of the young people toward entering the teaching profession be changed? If we are to attract our best youth to the profession, it is important that the teaching profession be made as attractive as possible.

As we continue on the highway we encounter the salary problems—inadequate salary schedules, lack of proper increments for preparation and years of service, and the single salary schedule. We, the teachers, are alarmed at the number of teachers who are leaving the profession each year to take jobs at higher pay in other fields. Another reason for the teacher shortage is that many of the young people, even some that graduate from teachers' colleges, are refusing to enter the teacher profession because they can earn more money elsewhere and full-time employment rather than a position for nine or ten months.

We travel down some of the side-roads that lead from different communities and intersect the highway, and we find more problems. These include the teacher-community relationship, orientation of new teachers, leave of absence including accumulative sick leave and sabbatical leave, and health problems. Sufficient study has been made to show that community situations play their important part in the

teacher contentment and the teacher turnover.

Returning to the main highway, we come upon the retirement issue. The following four areas—retirement laws, state retirement vs. social security, preparation for retirement, and homes for retired teachers—need to be carefully studied. Retirement laws vary widely in the states and localities. The laws require continued study and work to protect and to improve these plans.

Retirement vs. Social Security is something that needs thoughtful consideration before definite conclusions are reached. The National Council on Teacher Retirement and the National Education Association believe that an adequate state or local retirement system under state laws offers the best financial security to members of the teaching profession. Whatever federal legislation or state laws that may be passed in the future should give definite assurance that the present retirement benefits will not be decreased.

A long-range view of retirement will include the preparation for retirement. Long before the time for retirement comes, members should study the retirement laws and know exactly what amount they will have to depend upon after retirement. If you wish to develop a new skill to help, the time to begin is long before you reach the retirement age.

Retirement is not a misfortune but an opportunity. The years

beyond retirement can be beautiful years if preparation has been made for a measure of security. All kinds of opportunities exist for congenial work and happy careers. Since we know that this milestone will be reached at a certain time, we can look ahead and make financial and home plans. Worthwhile social and hobby activities may be followed. Your hobbies may lead into a career. Usefulness does not end at a certain age.

**T**HERE are many examples to prove we need not give up at retirement age. One of our great conductors, Toscanini, is 82; another, Kousevitzky, is 74; Verdi wrote operas at 74, 80 and 83 years; Gandhi was just beginning his life work at 77; Clara Barton at a ripe age founded the Red Cross; Michelangelo painted some of his master pieces at 89; Gladstone was Prime Minister of England at 83; Oliver Wendell Holmes retired from the Supreme Court Bench at 91; and Benjamin Franklin helped frame the United States Constitution during his later years. What a challenge to us!

Time! What is to be done with all the extra time? Will it hang on our hands? No, if you have fostered the growth of outside interests.

Retirement offers more time for devotion to church and community activities in addition to relaxation, including travels. The health organizations, family welfare agencies, the Red Cross, local groups



combatting juvenile delinquency need the help our retired people can give.

We know from reports that advancement is being made on the above mentioned and other problems pertaining to the welfare and morale of the teachers. The rate of advance may be slow, but with fixed ideas and firmness of purpose we will continue to go forward.

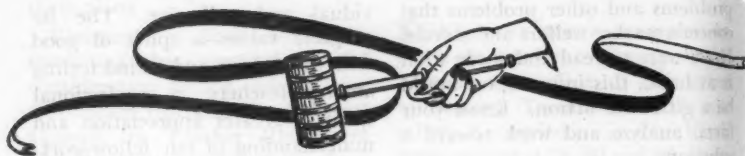
Research committees have published extensive findings on these problems and other problems that concern teacher welfare and morale. If we were to read and study what is at hand, this information would be a guide for action. Know your facts, analyze and work toward a solution.

There is no place in Delta Kappa Gamma to shirk our responsibilities. Responsibilities should be thought of as splendid opportunities. No matter how small the duty seems, if it is worth doing it is worthy of our best efforts. It is

action that counts, and from fine actions come joy and satisfaction. Be alert to every opportunity to work harmoniously together, teacher with teacher, teacher with administrators, teacher with the people of the community to promote the teacher's welfare and her effectiveness in the classroom and the community. As the welfare problems are solved, the morale will rise higher and higher.

Morale building is both individual and collective. The intangible values—a spirit of good will; helpfulness and a kind feeling among teachers; a professional spirit; a greater appreciation and understanding of our fellow-workers; a consuming desire to work cooperatively; a real love for our work must pervade our efforts to better the conditions. Teachers whose very countenances reflect love and understanding are the best translators of life.

## The President's Page



J. MARIA PIERCE

### SPRING FEVER

"Spring in the world!  
And all things are made new!"  
—Richard Hovey

**S**PRING is here! The sun is taking life in charge, and on every hand we see trees in bloom, the first flowers of the season pushing up through the bonds of earth, the birds returned to sing their joyful message to us. A soft breeze touches our cheeks, and a delicious warmth permeates our being.

We feel a yearning sort of happiness, as though a miracle might be almost within our reach. Suddenly, our driving and striving seem out of place in the world around us, and the noisy voices of ambition are decidedly inharmonious. Yes, Spring is here!

"I feel so lazy," we say apologetically. "I just don't want to do a thing!" "And I have so MUCH to do!" we add rather frantically.

Well, let's escape from this "world that is too much with us," to use Wordsworth's phrase. Let's permit this Spring Fever to invade our being and see what happens to us. Let's take a mental and spiritual holiday!

There are no gaily-colored holiday folders available for this kind of vacation, for this is a completely individualized affair and has to do with spirit rather than place. What is it that YOUR spirit needs? Is it to be freed from responsibility for a few hours? Is it to be downright gay for a change? Is it to be quiet and at peace after the confusion of too many personal contacts? Or does your mirror tell you of your need to concentrate on your appearance! Whatever it is, you make your own plans.

The point is that it is GOOD to change our pace once in a while, to "give in" to that desire for relief from the duties that assail us on every hand. Somehow, by giving ourselves up to idleness now and then, we free ourselves from the sense of bondage we may have and willingly return to the tasks that we, as mature adults, recognize as

necessities for us and those we serve. Someone has said, you know, that "it is impossible to enjoy idling thoroughly unless one has plenty of work to do!"

We do need to take ourselves seriously—but not TOO seriously! There is not one of us but who can bring a new vitality and freshness to her work if she will but take a holiday from it occasionally, freeing her mind and spirit from the necessity of making a success of everything.

On a lovely spring day, who cares about driving constantly for success? Who cares about making frenzied efforts to reach "the top"?

No, on a lovely spring day true values come to the fore, and we recognize the peace and inspiration to be found in nature, the joy and happiness which come from love and its graces. For a moment we find ourselves gentle and sweet, loving, and understanding. For a moment our restlessness and strivings disappear, and we are at peace with our world.

A hope comes to our hearts; in spring all things can be made new—even you and I!

# BOSTON

## Historic Winterland

JESSICA J. TROMMER

**W**OULD you walk in the footsteps of the Founding Fathers? Do historic landmarks excite you? Then come to Boston in August! There are many interesting and delightful things to be done not only in Boston but in its environs, too. Bus lines offer many attractions. With them you will have informed guides, but if you prefer to go independently, especially if you are driving, there are fascinating days ahead.

New England is vacationland—indeed this is a major industry with us, and, if you are so minded, an all-day drive in almost any direction will be rich in satisfactions no matter which point of the compass you choose. Perhaps you will decide to drive along our recently completed circumferential highway which begins in the coastal town of North Cohasset on the South Shore, winds in and out, surrounding our capital city, side-stepping the business centers of many towns known as “greater Boston,” and ends in

Gloucester on the North Shore, at the entrance to Cape Ann. This road, beautifully landscaped much of the way, is approximately eighty-five miles in length, has fifty-seven exits which provide maximum safety for the motorist, since the center strip is seldom crossed, and wanders through the outskirts of cities and towns whose names conjure a host of historic recollections.

A few miles south of Boston is Quincy, the home of two of our most illustrious presidents—John Adams and his brilliant son, John Quincy Adams. Leaving your hotel, you are soon out of the city with its traffic snarls, and spinning along Boston's parkway system, through residential suburbs to the Neponset River, across which lies the city of your destination. Three houses of note will intrigue you—the old Adams Mansion, the home of these two early presidents during their latter years; the John Adams House, birthplace of John Adams; and, next door, the John Quincy

Adams' House. Both men are buried in this city—they and their wives, one the famous Abigail. These houses are open to the public and a visit to them will be most rewarding. It is interesting to learn that here the first railway was built—the cars pulled by horses! It was constructed in 1826 and used to haul granite for Bunker Hill Monument (erected in Charlestown, north of Boston) from Quincy quarries to the tide water three miles away.

From Quincy it is but a few miles to one of our well-patronized beaches, Nantasket. Here you will find hard-packed sands, excellent surf bathing, and all the amusements which hold allure for some. We, however, would have you turn away from this resort briefly and drive along beautiful Jerusalem Road, where you will be delighted with unparalleled views and opulent estates fringing the ocean. If you turn right, leaving the shore, you will find yourself in the heart of Hingham, one of our earliest settlements, and, following Main Street all the way to Queen Ann's Corner, you will traverse the loveliest street in all New England! Be sure to visit the Old Ship Church. It is noted for the fact that it has had continuous worship since 1681.

Turn back to the shore through Scituate, a beauty spot, prized for its summer homes. It is said to have been the place where Samuel Woodworth completed that old familiar song, "The Old Oaken Bucket." Next you pass through

Marshfield, where you must visit the home of Daniel Webster. Born in Franklin, New Hampshire, he died here and is buried in a small cemetery. Just beyond lies the beautiful town of Duxbury, and that you MUST not miss, for who does not recall that arch and classic question, "Why don't you speak for yourself, John?" Three outstanding points of interest will make you linger. One is the arresting statue of Myles Standish. High on an eminence he commands a view of the surrounding territory—a fitting monument for one whose service to our early forebears was so outstanding. Second is the John Alden House which invites you to spend a worthwhile hour within its walls. Third is the old cemetery where rest Myles Standish, Rose, his wife, John and Priscilla Alden, and many others of that brave band to whom we owe all our present benefits. And while you read—carried back three centuries and more—we hope you will be as foresighted as we. Carry some paper and a soft black pencil to make "rubblings" of the decorations on these simple stones to send to the folks back home. They are so naïve they verge upon the comic, yet who shall say we are the less reverent for a little quiet amusement?

You are very near Plymouth now. Here there is much to explore: The Rock, with its unpretentious, perfectly proportioned peristyle; Leyden Street, the first street in Massachusetts; the early churches; Burial Hill; the Monument; and several

interesting old houses. By this time you have covered some fifty miles or so, depending upon your curiosity and lure of side roads, and may be quite ready for a return home by the shortest route.

If you are a toughened driver, proceed over the splendid new road from Plymouth to the Cape Cod Canal which, eight miles long, and crossed by that fairy span, the Bourne Bridge, makes an island of Cape Cod. From time to time you glimpse the ocean, sand dunes, lovely old homes. The Cape has a flavor all its own; once savored—like the odor of the desert sage brush of The West—it is forever in your senses. This will be a long day for Provincetown, the first landing place of the Pilgrims, is one hundred and fifteen miles from Boston, and perhaps you'd like to make that a boat trip instead, and relax in the salt sea air. Now the haunt of artists of many kinds, it is as picturesque as the most exacting sightseer could desire! Here, too, is a monument; and Peregrine White, the first white child born in New England, is buried here.

**IT** IS a debatable question with many which has the greater charm—the North Shore or the South. We are so impartial that *wherever* we are we like that place best! So do go to the North Shore, too. Leaving Boston, you pass through Cambridge, rich in historic, educational, and cultural interest, and proceed through Somerville, noted for Prospect Hill, scene of the first

unfurling of the American flag. If you greatly love the seashore, your route will take you by way of Revere Beach, one of the nearer beaches to the city and a mecca for thousands, along Lynn Shore Drive, through the lovely old town of Swampscott to Marblehead, haven for artists, and a town of curious little houses on incredibly crooked, narrow streets and byways. Be sure to eat in Marblehead, too. We recommend The Adams House, famous for shore dinners of excellence. If you can secure a window table when the tide is high—!

Loiter here a little and then drive the excellent road to Salem—Salem of Colonial trading fame, of witches, the Peabody Sisters, Nathaniel Hawthorne. See the Old Witch House; linger in the House of the Seven Gables; delight your historic soul in the Essex Institute; and be sure to include Pioneer Village—a reproduction of the early huts built by the first settlers here. Don't let that stern old Puritan, Roger Conant, frighten you. He is nothing but a bronze statue now, but he epitomizes the fervor and the zealot spirit of those early days! Notice, also, the abundance of exquisitely beautiful doorways in this city. Continue on through Beverly and Manchester-by-the-Sea, where millionaire estates abound, to Magnolia off whose shore lies the reef of Norman's Woe of Longfellow's poem. Suddenly, you are in Gloucester—with its fishing industry, its fleets, its canneries. Accept the invitation to drive the



Scenic Route—The Cape Ann Trail—for much of it is close to the rock-bound shore of song and story. It carries you clear around the Cape through Rockport, Pigeon Cove, and Annisquam with their lovely shoreline and inviting beaches, while the blue Atlantic shimmers and sparkles in the sun. Note two important statues. "The Gloucester Fisherman" by Leonard Craske greets you on the shore drive and a militant "Jeanne D'Arc," clad in armor and astride her horse, bids you farewell as you complete your circuit of beautiful Cape Anne. Then "home" the country way through Essex, Beverly, and the Newburyport Turnpike fast being transformed into a super-highway and you'll count this day well spent.

Perhaps of all the trips one takes from Boston the one through historic Lexington and Concord is the most imperative. Within city limits one crosses Longfellow Bridge (do you remember "I stood on the bridge at midnight"? ) and rolls along Memorial Drive on the Cambridge side of the Charles River. Passing Mt. Auburn Cemetery, sometimes called the Cemetery of Poets, for here lie Henry Wadsworth Longfellow, James Russell Lowell, Oliver Wendell Holmes, and others, we drive straight along Massachusetts Avenue into Concord. It will amuse us when you call it ConCORD, for we say CONcord. Now you are traversing the famous course over which the British passed on their way to Lexington

and Concord on the memorable night of April 18, 1775.

IN Lexington are the Buikman and Monroe Taverns. It was in the Buckman Tavern that the Minute Men awaited the British—powder horns, bullet moulds, and bullet holes are grim testimonials to the enemy shots on that day. Cross the street to The Common or Battlegreen and view the statue. Can you resist the charm, the youth, the desperate determination of this young "embattled farmer"? Examine the commemorative Boulder inscribed with Captain Parker's famous admonition, "Stand your ground, don't fire unless fired upon, but if they mean to have a war let it begin here." Along this route there are a number of famous houses to which the public is admitted—the Hancock-Clark House, the Harrington House, "The Wayside," once owned by Hawthorne and occupied at later dates by our own Louisa Alcott and Margaret Sidney, author of "Five Little Peppers." Another Minute Man in Concord is by the celebrated Daniel Chester French. The Antiquarian House has authentic settings and should be visited, too, especially the Emerson room. You'll want to see the battlefield and "the rude bridge that arched the flood"; Sleepy Hollow where rest Hawthorne, Emerson, Channing, and the Alcotts; Lake Walden, beloved of Thoreau; and where else *could* be found the original arbor of the Concord

grape? Should your return take you past The Wayside Inn in Sudbury, another landmark made famous by Longfellow and beautifully restored by Henry Ford, you'll finish with a flourish and, moreover, a good dinner!

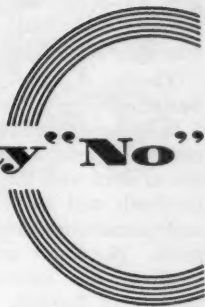
No visit to Boston or Massachusetts could be complete without a day at Old Sturbridge Village, only sixty miles to the south. The Village is a reproduction of Colonial America quite as authentic and interesting as Williamsburg, Virginia. There you will find simple homes, a tiny church, shops, a mill in operation, and really see activities of several centuries ago blossom and unfold before your very eyes! If you stop overnight, rooms at the Publick House are charming and the meals delicious.

There are so many things to do! Enumeration can be a bore, but if you admire and revere these founders of our traditions and our present way of life, pause as you pass through towns to pay silent tribute to a few men and women of note—"giants in the earth"! In Franklin, Massachusetts, in 1796, an educator, reformer, statesman was born—the father of the American free public school of today, Horace Mann. California, take note! Your Luther Burbank was born in our beautiful old Lancaster in 1849. Surely we may clasp hands? Leominster, not far away, was an important underground station in slavery days. Lowell can claim the birth of the world-famed artist, Whistler, in 1849. Newton, at Bos-

ton's doorstep, was the home of Samuel Francis Smith, author of "America." Oxford, justly proud, proclaims itself the birthplace of Clara Barton, founder of the Red Cross in America. And Dorothea Dix, born in Maine, died in New Jersey, taught in Worcester, Massachusetts, and contributed to the establishment of hospitals for the insane.

If your stay in these parts is protracted—and you may never again pass this out-of-the-way corner of the United States—you should have a perfect ending to your Boston trip. There are numerous choices. Go northeast to the Maine beaches—Kittery, York, Ogunquit, Wells. If you prefer the mountains with their rocks and rills, go north through the Lakes Region of New Hampshire to the White Mountains and thrill to their rugged beauty and arresting highlights. Spend a night atop Mt. Washington! Northwest takes you to the Green Mountains of Vermont, gentler slopes, yet rugged enough to please the hardiest. Western Massachusetts with its lovely Berkshires can be reached by driving straight west over the Mohawk Trail or by a more southerly route which by-passes the cities. Visit Quabbin Dam, Boston's water supply, and a few miles on lunch delightfully in The Old Wiggan Tavern in Northampton and return the same day. Massachusetts is a little state, but Boston is still the Hub, not of the Universe perhaps, but of many pleasurable and instructive adventures.

# I couldn't Say "No"



HELEN COOVER

**I**T HAS always been difficult for me to refuse anyone who asks for help. This weakness brings many hours of hard work and frustration, but new friends and unexpected experiences more than offset the work.

As a child I was thwarted by timidity until there came a time in my life when I realized that my agonizing self-consciousness must be overcome. My plan of attack was to debate, act in plays, play the piano at church, and accept every opportunity for appearing in public. It did overcome my timidity but set a pattern of behavior that has kept me saying "yes" ever since.

Teaching has always been my goal as a career and even though I have "retired" twice, I always go back to the classroom. Fifteen years ago when I was married, I resigned and did substitute teaching for a few years. Then a position at the University of Tulsa was available which occupied my time for five years. This time my health interfered and again I resigned. Two years ago, when I finished a strenuous term of office as president of the local branch of the American Association of University Women which has seven hundred members, there seemed nothing urgent which

demanding my time and interests more than teaching. Knowing that some day I would teach again, work had been started on a doctorate degree in order to modernize my teaching techniques and stimulate educational thinking.

Though I have always taught business subjects before, this time I have been teaching English because it gives me more opportunities to work with the students as individuals and help them develop their personalities and occupational goals. No single subject is more vital to the individual than a mastery of English. Last year as sponsor of a student council in a new school, the job demanded the formulation of policies and traditions which will carry through for many years.

A full-time teacher in the classroom, who is doing research work on a dissertation, finds little time for civic affairs. No longer am I able to be a captain on a community chest team or assume various offices at the church or sing in the choir, but I have continued some work at the Little Theatre and retain my place on the speakers' bureau of the League of Women Voters. Some of my time is spent working with the Juvenile Court as a member of the Advisory Council to the Girls' Home. Since I am now teaching English, judging of essay contests has been automatically eliminated because my students now enter them.

My primary interest, outside my teaching and my home, is working

in Delta Kappa Gamma. No one ever refuses a job in Delta Kappa Gamma! The job as president of the local chapter was an easy one because of the unlimited cooperation and support of the members. A year ago, when I was asked to accept the nomination for Oklahoma state president, the job loomed massive and formidable. Teeming in my mind was the concept of cooperation from the members, plus the fact that twice the state organization had awarded me summer scholarships to assist in getting my doctorate—there could be but one answer to their request.

Fortunately, we had been in our new home long enough so that I had finished making all of the draperies and curtains and had recovered some chairs. The relatives complain that they don't get hand-knit argyle socks for Christmas any more, but by the time I make all of my hats and most of my other clothes (including leather gloves and purses) there just are not any hours left.

One year as state president of Delta Kappa Gamma has proved that members throughout Oklahoma possess the same spirit of cooperation and loyalty as do those in Tulsa. No one refuses to accept responsibility, and the president can relax, knowing that the job will be carried to fulfillment. If I can survive the myriad of letters, I shall always be glad that I had the opportunity to be the state president. I just couldn't say "No."

MARGARET BOYD

## A THING OF GLORY



**I**N THIS year of 1954 our Delta Kappa Gamma Society is observing her twenty-fifth anniversary. As we approached this celebration we had two choices: we could be content merely to glorify the achievements of our organization during the past quarter of a century—and they have been substantial achievements—or we could take the long look ahead and build for the future. That we chose the second alternative will be evidenced when we assemble in Boston this summer.

All members of Delta Kappa Gamma appreciate the significance of the action taken at our 1952 National Convention. We who were there were given a heavy responsibility—the responsibility to take home not only the inspiration and the vision of that great national meeting but also to report the crying need of our age, the need of leadership in education. Particularly were we made aware of the need of women in positions of

leadership. We were made aware that that need was imperative and immediate.

This realization gave us our Silver Anniversary Fund to be invested in the training of skilled leadership. We knew that, for every one present in Chicago, there were more than one hundred who were not there. So it was not enough to go home and make a report or write an article. Our presence at that convention created a moral obligation to go home and work effectively, day by day, week by week, in every chapter in every state, for our chosen goal of \$51,000 for a Silver Anniversary Scholarship Fund.

It has been a wonderful thing for all of us to live and work for this Silver Anniversary observance. Success has crowned our efforts. In many respects this success has been far greater than we dared to hope when we first dreamed this dream. This has been accomplished not

through the interest and enthusiasm of a few but through the united effort of all. This has been to us, not only \$51,000 dedicated to the strengthening of our profession, but also an expression of the love and devotion which we bear our Society.

Your two chairmen wish it were possible to share with you the many expressions of loyalty to Delta Kappa Gamma and pleasure in participation in the fund, which have accompanied the contributions. Letter after letter speaks of the purposes of our Society, the friendship of the members, the deep appreciation to the Founders, the loyalty to the state and national officers. Truly the enthusiasm and good will generated by this service for others will be translated throughout our organization for years to come. Probably no other single activity has so deepened our spiritual fellowship as has this Silver Anniversary drive.

There will be much of splendor and glory when we advance under our state banners in the Parade of States in Boston. For two years we have addressed ourselves to this great program of scholarships for women teachers which will enable them to pursue graduate study. To date thirty-four states have qualified for a particular position in this procession. We shall not repeat here the goals for each state. They have reached you through letters from the national committee and through the *News*. Many states have gone on to Magna Cum Laude

and a number on to Summa Cum Laude, which is 10 percent beyond the Magna Cum Laude goal. Several have even gone beyond that mark. The enthusiasm with which they have finished is heartening.

Listed alphabetically, the states which have finished are: Alabama, British Columbia, Colorado, Connecticut, District of Columbia, Florida, Hawaii, Idaho, Indiana, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nebraska, New Hampshire, New Jersey, New York, North Carolina, North Dakota, Ohio, Oregon, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin. Several other states are within sight of their goal and will have attained it by the time this issue of the *Bulletin* reaches you.

It will be a magnificent sight to see these states advance and present to our beloved National President in Boston their Silver Anniversary Contribution. We wish we could share with you the details of this procession of States which is planned in connection with the Birthday Luncheon. We need only say that our own Dr. Stroh is writing the ceremony. This will give you assurance that the ceremony will be one which will linger in our minds and in our hearts forever.

Large as will be the contributions from some states, early as has been the date of completion by others, nevertheless the triumph of this procession will be our advance,

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united, "all for each and each for all." Delta Kappa Gamma is an organization of builders, its Founders were pioneers inspired by a sense of great adventure and high destiny. As our state representatives advance, each with their contribution, they will be like our Founders, building a new base, firm and ample, for our next twenty-five years of service.

You have received also, through letters and the News of the Delta Kappa Gamma Society, the regulations for the awards. Each state and province is selecting one recipient through its State Committee on Scholarship. Application blanks are secured from the Chairman of the State Committee on Scholarships. It was first planned that these applications should be filled in and returned to her, together with the required materials, by January 15, 1954. This date has been extended to April 15, provided the recipient can secure a leave of absence after that date. Specific regulations concerning the recipient include membership in our organization, a graduate program beyond the master's degree, a proposed program which will strengthen her preparation for continued service in the field of education. She should be under 45 years of age. Such factors as personality, general health, previous scholarship, past professional service, and other evidences of potentialities for future service will be taken into account in selecting the recipient. The states have the right to hold

the award for one year for a selected candidate who, for reasons that meet the approval of the State Committee on Scholarships, cannot avail herself of the scholarship for 1954-1955. Any scholarship not used by 1955-56 will revert to the national organization.

Another stirring event of the National Convention will be the formal announcement of the fifty-one women selected to receive the Silver Anniversary Scholarships. In Boston, we will hand to them the torch of Delta Kappa Gamma, dedicating them in their quest for better educational opportunities for all of America's children. As we hand to them our hopes and our ideals, we will know that we have played well our part in expanding the role of education. We will know that we have accomplished that which may have the power to change the course of action in education for many who will be far from us in miles and far from us in years ahead. We will renew our faith in the future as we send forth, for further preparation, these earnest, able educators. These are they who will define our problems, determine our policies, and arrive at possible solutions in education in America.

If "every gain the human race has made was first an idea in some one's mind," then great may be the results brought about by the birth of the Silver Anniversary Scholarship idea in the minds of the members of the Delta Kappa Gamma Society.



## *She Finds Happiness Only in Teaching*

ELEANOR A. DAVIS

**I** TEACH because I would not be happy doing anything else. The variety of experiences and people I meet completely eliminates monotony. In no other field can one be executive, assembly-line worker, creative artist, bookkeeper, policy-maker, actor, military strategist, stage director, psychologist, judge, and substitute parent within a few hours.

No other occupation offers opportunities to co-work with so many

people of high caliber—unselfish, stimulating, dependable. I also owe teachers much, for no others except my parents have influenced me as much as teachers.

While I'll never be financially wealthy, teaching enables me to earn a satisfactory living, to be reasonably happy and secure, to advance professionally if I so desire.

I teach because it's sheer joy to watch so many personalities change and develop; to behold the first

thy efforts of a creative spirit; to glimpse wonder as someone gains understanding; to watch 35 wriggling sophomores listen to a selection, growing more and more quiet until they hang on every word, and to hear sighs of wonder as the reading is concluded; to hear a child say, "Thanks. I know now why you wanted me to read that story."

These are the rewards plus the stimulus of contacts with interesting personalities and the privilege of developing enduring friendships—rewards that no amount of money, no criticism of parents or colleagues, no amount of administrative problems and red tape can take away.

Since teaching forces me to look and feel my best daily, it acts as guardian of my health. It also forces me to keep up professionally, intellectually, politically, and humanly, for I must know what people are doing, feeling, and thinking if I am to understand my pupils.

I teach because I love a good fight, and in the battle against ignorance no holds are barred.

I am a realist. Today, the democracies are outnumbered. If we are to survive, we must win the minds of men. Therefore I have a moral obligation. My country needs qualified people to help train future citizens who will fight for the principles and ideals that make our government and way of life unique in the world.

It's a challenge to inculcate attitudes and disciplines that make for better relations between employer and employee, between neighbors, communities, with government and with our world neighbors; to develop emotionally mature, responsible citizens who know how to think.

I dare dream that from some of my classes may come leaders who will help America to develop her power as a constructive force in building the good life for all humanity and help the world find peace.

Finally, I would follow humbly in the footsteps of the greatest Teacher of all times—Jesus.

GLADYS JOHNSON

# World and Community Service

WHERE may I secure a list of pen pals? What procedure shall I take to adopt a war orphan? What are UNESCO GIFT COUPONS? These and many other questions are asked the National Chairman of the Committee, Service—World and Community. Another question one hears is this one: Why have a Committee on Service—World and Community? This article will attempt to answer some of these questions and give the readers the background for the

need of such a committee and the program it is endeavoring to establish.

From the reports of the state chairmen, Delta Kappa Gamma members everywhere have responded generously to calls for service in their own communities. In one state alone in the year 1952-53, the donations to community services amounted to more than \$15,000. To compare this amount with preceding years, the national chairman reported at the Convention in Chi-

cago that \$22,369.24 had been donated in 1951-52 by the entire membership to all services. This will give some idea of the rapid growth of our contributions. Chapters reported donations to every well-known charity drive and civic project, in addition to many, many others that apparently had no connection with Delta Kappa Gamma purposes and policies. Too often, perhaps, the local project receiving the most attention resulted from the fact that the leadership in the local chapter used persuasive powers to influence the group in a particular charity or project. With so many different interests, one can see how wide a range of projects there might be in which the membership might become involved.

Perhaps the first purpose of our great Society—to unite women educators of the world in a genuine spiritual fellowship—was one of the motivating forces that prompted many chapters to integrate into their program some type of world service. Maybe it was the earnest desire for world peace and the urge that the women of America wanted to share their good fortune with those of other lands who had been deprived of the necessities of life through the ravages of war. There could have been many other reasons or a combination of reasons that influenced the thousands of members to make such wonderful contributions of time and money to world services. In 1952-53 one state gave the sum of \$1,828.25 in addition to giving many gifts of goods

that were not measured in dollars and cents.

These services had become so great over the years and since each succeeding year the amounts were increased, it seemed necessary that a special committee be set up to record the contributions and make plans for further growth. During the past biennium, the National President, Mrs. Eunah Holden, appointed a national committee. Mrs. Laureson Forrester of Alabama was the chairman, and the group did a marvelous job of getting the work started.

**T**HE first project of a world nature was that of the World Friendship for Children which was adopted by the National Convention in session in New York City in 1947. This, as you know, has been emphasized as a Christmas project, and many chapters since that time have made generous contributions to this worthy cause. Hundreds of dollars have been given to children of other lands. The same thing is true of CARE packages, help to Korean children and teachers, aid to foreign scholars, contributions to the Netherlands Flood Relief, adoption of a foreign child, and many other activities. While the need for none of these is minimized, many members felt that the membership was spreading itself too thin—there were too many activities and more could be accomplished if there was more concentration on fewer projects.

So, early in 1953 the present

committee recommended to the state chairmen that the membership limit its world service to three UNESCO projects: The Fundamental Education Project for Delhi, India; Training of the Blind in Italy; and Teacher Training at the Philippine Normal College in Manila. The project in India called especially for funds for audio-visual and handicraft equipment, health and recreation equipment. Portable typewriters seemed to be the greatest need in the Training of the Blind in Italy. The Philippine Normal is the oldest and best-known institution in the Philippines for the training of elementary teachers. It was devastated by the war and has since had to expand its curriculum. It is in very great need of books, science-teaching equipment, and audio-visual aids. We have had direct word from the president of the college that the library needs are still very, very great. Since World Friendship for Children had already been adopted as a project, these three UNESCO projects gave us four world service activities. The committee requested that each chapter adopt at least one of these.

The plan for giving to the UNESCO projects has been through the buying of GIFT COUPONS or STAMPS. Each book contains forty stamps each worth twenty-five cents. This means that at least the price of one book is within reach of the smallest chapter. While the goal set for these three projects was set at \$10,000, no pres-

sure has been placed on the membership to contribute to them as other demands were being made. However, it is gratifying to see the steadily growing interest in the contributions to them, particularly the Philippine Normal. Hundreds of dollars have already been sent in by local and state units and the drive will continue after the report of this biennium has been made.

If your chapter has not made a contribution, or wishes to increase its contribution, write to the national chairman for your Gift Coupon Books. Designate in your letter the particular UNESCO project to which you wish to contribute and your check will be sent directly to UNESCO % UNITED NATIONS with a request that you be sent an acknowledgment of your contribution.

Another phase of world interest shown by members in some states is the granting of fellowships to women educators of foreign countries. Perhaps one of the best examples of this type of service is shown in the California report. Delta Kappa Gamma pays all of the expenses of the recipient to come to this country and live for one year as any other American citizen. She enjoys the many rich experiences of the American way of life and is one of our best ambassadors of good will. While this type of project is the most expensive one for us, there is no doubt in many minds that it is the very best. Any state desiring to consider such a project should get in touch with



the Co-Chairman, Mrs. Edith Gardner, 6433 Stafford Avenue, Huntington Park, California, who will be happy to give you the details.

Along with this same type of program is the one Arkansas has had. It is the cooperative plan with the Fulbright scholars at the state university. For the past four years, one young woman has been selected from the list of Fulbright scholars to receive aid from Delta Kappa Gamma to the extent of paying for the tuition, board, and clothing. Many chapters supplement this gift with individual gifts of money and clothing. It has been a great satisfaction to know that these young women have gone back to their countries with a deep grati-

tude to the teachers who made their stay in this country possible.

There are many questions concerning world service activities that cannot be answered. The answers to some of them have been given in this article. There are several statements that should be emphasized at this time. There is still a great need for the essentials that our organization could provide for our world projects. The amount does not have to be more than \$10. In community activities, it is wise to limit the contributions to those projects definitely connected with education. Never has an organization done so much with so little income per member.

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## "NO SOLOISTS WANTED"

GRAYCE E. LONG

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IN ONE of our Eastern cities where auditions were being held for a state chorus group a sign over the doorway amusingly pointed up a truth which, though it has been ringing down through the ages, currently needs a bit of amplification. "No Soloists Wanted" it read simply. I wonder if this isn't what we in our chapter groups of Delta Kappa Gamma need to revive, namely, the co-operative spirit in singing.

Music is the nearest thing we have to a universal language. It is a powerfully enriching element in human living. The Bible re-

minds us that "the righteous doth sing and rejoice." To sing with joy is one of the long neglected truths of power. These truths we take to be self-evident, but what are we going to do about them? Are we going to be stalled by the false belief that to be able to enjoy singing in a group we must have trained voices or be talented musicians? Or are we going to sense the thrill of comradeship, the relaxed informality of our group activities by singing out?

Every indication points to a spirited spurt in our musical background. So many interesting let-

ters have come to me from music chairmen all over the States, Canada, and the Hawaiian Islands, I have no hesitancy in predicting that our groups will achieve new goals with greater ease. There's music in the air. It is music that is particularly sweet to the ears of our Society because it is speeding the business of our meetings through the relaxation and friendliness which it induces.

"Believe it or not, we are singing at every meeting, program and music committees working together for a smooth inspiring meeting," runs one recent note. "Your music bulletins have been such a help we are planning an entire program devoted to music," writes another chairman. Still another suggests sending an occasional message in the BULLETIN. They have compiled a favorite song booklet for their chapter and have a fine chorus that keeps them on their toes.

A quick check of nearby chapters would provide some valuable help in smoothing out vocalizing where it lags. I am especially pleased at the number of state and chapter choirs, choruses, sextets, and quartets which have been developed within their ranks. It is uncovering a surprising amount of talent. That is why I am trying to make a complete file of the Society's music lovers and their talents.

And what shall we sing?

Let's start a typical meeting with

the convention song (page 82, book 4) slightly revised as follows:

(Tune: Auld Lang Syne)

We're here for fun right from the start,  
So let yourself go free—  
Just laugh and sing with all your heart  
And clap most merrily.  
Just sing until your heart ascends,  
We're here for naught but glee,  
So bow and smile at all your friends,  
And clap most merrily.

See how we bow, smile and applaud, and repeat it until we are definitely "in the mood." For the initiation ceremony the most beautiful song is "Symbols of Delta Kappa Gamma" (page 46, book 4). The song creates a perfect atmosphere for giving the deep spiritual meaning to this already sacred ritual. At the close of this service the Delta Kappa Gamma Key song (page 45, book 4) is most effective, leaving the air filled with reverence and joy as we all realize the greatness of our spiritual fellowship which unites all members.

There are many Graces to be used, but you haven't been really touched by the spirit of music until you have arranged to let a duet or quartet do the lovely Delta Kappa Gamma prayer (page 39, book 4). This can be effectively followed by "Praise God from Whom All Blessings Flow."

Then there is the enjoyable song on page 10, book 4, and also a "Toast to Delta Kappa Gamma" on page 16, book 4. Very easy songs for those who are still timid are found in book 4, including "Sing" (page 28) and "Sing, Work,

Honor, Love" (page 23). "There's Delta Kappa Gamma in Our Hearts" (page 60) and the "Birthday Song" (page 62) are two that should not be overlooked.

A "must" for all meetings is "Hail to the Chief" (page 44), for we will give out with this fortissimo at the Silver Anniversary convention in Boston.

In book 3 there are many fine songs we have enjoyed doing. "It Carried Me Along" (page 22) certainly does just that, filled as it is with rhythm and verve. "A Pledge to Delta Kappa Gamma" (page 33) again makes us aware of what pledge we made when we became members of the Society.

We need to sing many *fun* songs too in our meetings, as they always promote good fellowship.

The American folk songs and those of other nations are easy and tuneful. Also we must not leave out the beautiful spirituals; in fact one of the most emotionally inspiring one is Jacob's Ladder. The singing of it at our regional conference this past summer left the audience spellbound.

Are your music educators helping you plan your programs?

As we arrange our programs and bring in people from other countries to dance, sing, and play for us a better understanding is brought about and we are not conscious of race, color, or creed. We see beauty in this art of expression which enables us to know and appreciate the accomplishments of our brothers. If there is talented youth in our communities, we should be aware of it through the key music educators in our groups. These young people should be recognized by us and given an opportunity to perform for us at one of our luncheons or dinners so that we as a group will be furthering the superior abilities of our gifted young Americans.

But nothing encourages like example. Let us sing out! Whether it be our opening song or the finale, let us sing joyously and know the rich rewards of having spontaneously given of our best efforts.

To each of you, the wearers of the  
Shining golden key,  
Sing out with hearts and voices,  
With laughter, joy  
And see  
How music—God's own language—  
Is the soul of our Sorority.



*They have gone  
Where there are no shadows, no doubts, no yearnings,  
Where fellowship is a great reality.*

#### **Alabama**

Mrs. C. J. Going of the Gamma Chapter in Birmingham, on December 7, 1953.

#### **Colorado**

Mrs. Addie McCall Williams, charter member of Gamma Chapter, in Boulder, on January 3, 1954.

Mrs. Clara LeVeque of Zeta Chapter in Brighton, killed in automobile accident, January 22, 1954.

#### **Florida**

Mrs. Corinne Lewis Robinson, Terra Ceia, honorary member of Gamma Chapter, November 3, 1953.

#### **Georgia**

Miss Lila Ragan Callaway, honorary member of Epsilon Chapter, in Washington, November 14, 1953.

#### **Illinois**

Miss Ella J. Weber of the Delta Chapter in Belleville, on January 23, 1954.

Miss Mabel Greve, Savanna, active member of Pi Chapter, passed away on November 10, 1953.

Miss Yvonne Koehnle of Tau Chapter in Lincoln, on October 26, 1953.

Mrs. Julia Tucker on December 27, 1953 in Rock Island, honorary member of Omega Chapter.

#### **Iowa**

Miss Lillian Clemmer, age 96, member of Epsilon Chapter in Des Moines, on December 9, 1953.

#### **Louisiana**

Mrs. Lydia M. Vix Commander of Rho Chapter, December 8, 1953, in New Orleans.

#### **Maryland**

Mrs. Margaret Travers Bennett, Beta Chapter, on June 9, 1953, in Salisbury.

#### **New York**

Miss Charlotte Agnes McFarlane in Buffalo, on January 8, 1954, member of Iota Chapter.

Miss Blanche E. Chambers of Tau Chapter in Walton, on December 29, 1953.

#### **North Carolina**

Mrs. Fannie Starr Sellars in Greensboro, on October 14, 1953, member of Alpha Chapter.

Miss Lucy Steele in automobile accident in Wilson, on January 11, 1954, member of Beta Chapter.

#### **Oklahoma**

Mrs. Mary Lera Mateer of Alpha Chapter in Oklahoma City, on December 11, 1953.

#### **Pennsylvania**

Miss Annabel Snyder in Duncannon, on June 28, 1953, member of Delta Chapter.

Miss Helen E. Scheffey of Tau Chapter in Hazleton, on November 30, 1953.

#### **Texas**

Mrs. Lucy May Brown of Gamma Chapter in Houston, on October 16, 1953.

Mrs. W. L. Hestes in Fort Worth, on January 5, 1953, member of Alpha Tau Chapter.

#### **Virginia**

Mrs. Mary Ann Brown Hubbard of Theta Chapter in Salem, on November 6, 1953.

#### **Washington**

Mrs. Marjorie Murphy in Edmonds, in September 1953, member of Delta Chapter.

Miss Ruth Pauline Mulver of Kappa Chapter in Seattle, on December 22, 1953.

#### **Wisconsin**

Dr. Esther DeWeerd, State Honorary member, on October 11, 1953, in Beloit.

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The official scarf is made of heavy red rayon satin with gold embroidered letters and gold color fringe.



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